



# COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS

PRAGATI HOUSE, 3RD FLOOR, 47-48, NEHRU PLACE, NEW DELHI - 110019

TELEPHONES: 29564831, 29564833, 26411706, 26413820 E-mail : council@cisce.org FAX : 91-11-29564735

*Chief Executive & Secretary*

**GERRY ARATHOON**

**M.A., B.Ed.**

PV/CIR/2022

13<sup>th</sup> September 2022

To: All Heads of CISCE Affiliated Schools.

Dear Principal,

**Subject: Advisory on the implementation of actionable items listed in the NEP 2020, under School Education**

The New Education Policy (NEP) 2020 has been in the public domain for more than two years now and has evoked much interest. It is a visionary document aimed at overhauling the country's education system which will contribute to an equitable and vibrant knowledge society, by providing high quality education to all.

The CISCE as a National Board would like to highlight some of the salient features of the NEP 2020 to bring about necessary awareness among our affiliated schools. This must be followed by the next logical step of initial implementation of some of these actionable features into the school system, at the earliest.

The CISCE has been in discussion with several experts & Government officials regarding the NEP 2020 for some time now. The outcome of such discussions and brainstorming is a compilation of actionable items in the NEP 2020, which schools will need to implement at the earliest, if not already implemented.

Please find attached a document on the key Highlights of the New Education Policy 2020 (School Education) along with the CISCE advisory document for initial implementation of actionable items of some of the salient features of the NEP 2020.

This advisory has been issued in the best interest of our students, teachers, parents, guardians, and our affiliated schools.

Kindly treat this on a priority basis. Your cooperation in this matter is solicited.

With warm regards,

Yours sincerely,

Gerry Arathoon  
Chief Executive & Secretary

Encl:- as above

**COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE  
EXAMINATIONS  
(CISCE)**

**ADVISORY ON ACTIONABLE ITEMS IN THE  
NEP - 2020**

***To be implemented by the Schools and the CISCE***



**Pioneering Excellence in Education since 1958**



## **ACTIONABLE BY THE SCHOOL**



## **ACTIONABLE BY THE CISCE**



Those CISCE affiliated Schools which presently do not cater to below Class 1 and beyond Class 10, will need to plan, develop, and prepare infrastructure for:

**Foundational Years:**  
Pre-Nursery (3-5 years)

**Secondary Years:**  
Levels XI & XII (16-18 years)

**Restructuring  
School Curriculum  
and Pedagogy in a  
new 5+3+3+4  
design**

**Universalisation  
of Early  
Childhood Care  
and Education  
(ECCE)**

**Strengthening of  
Foundational  
Literacy and  
Numeracy (FLN)**

- Relevant resource material on Early Childhood Care and Education (ECCE) and Foundational Literacy and Numeracy (FLN) will be shared with schools as and when available.
- The CISCE is also in the process of preparing detailed and comprehensive resource material on Foundational Literacy and Numeracy (FLN). This resource material will soon be made available to schools.



## ACTIONABLE BY THE SCHOOL



## ACTIONABLE BY THE CISCE



- Vocational education must be integrated in the school curriculum in a phased manner.
- Introduction of '10 bagless days' in the academic year for Classes VI – VIII is mandatory.
- During these days, the students must be introduced to various vocational skills. Students may intern with local vocational experts such as carpenters, gardeners, tailors, beauticians, hair stylists, potters, artists, electricians, metal workers, bakers, etc.
- Experts from various vocational fields may also be invited to interact with students.
- Schools may check on the availability of local craftsmen and artisans in the region and plan accordingly.
- Similarly, internship opportunities/ field visits to expose students to different vocations may also be arranged for higher grades during school days as well as holiday periods.
- Schools may identify different opportunities for field visits within a short distance from the school and make necessary arrangements for the same.

### Reimagining Vocational Education

- The CISCE has identified a number of vocational subjects which will be introduced at the ICSE level under Group III. This will come into effect from the Examination Year 2025.
- Relevant resource material will be shared with schools as and when available.



## **ACTIONABLE BY THE SCHOOL**



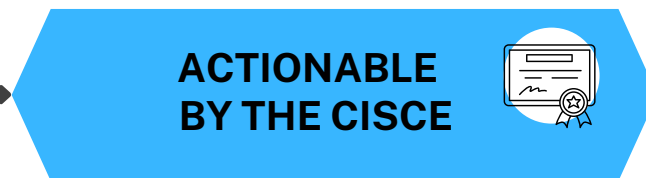
## **ACTIONABLE BY THE CISCE**



- Schools, with the help of teachers & counsellors should devise a mechanism to spot and identify talented / gifted children in various classes.
- Topic-centered and project-based Clubs and Circles must be encouraged at the school level.
- Schools must encourage the students to participate in National and International Olympiads and competitions in various subjects.
- Extensive use of technology must be made to provide the required support.

### **Equitable and Inclusive Education (with focus on Gifted, Special needs and Disadvantaged students)**

- The CISCE for many years now has been providing a wide range of concessions to the Differently abled students in its affiliated schools.
- Similarly, the CISCE is exploring ways and means to offer support to the Gifted & Talented /EWS students.



**Flexibility and Choice of subjects:**

- The flexibility and choice of subjects made available by the CISCE must be passed on and given to the students.
- The wide range of subjects made available by the CISCE to the schools at the ICSE & ISC levels should be offered to the students.

**Pedagogy:**

- Heads of schools must ensure that teaching-learning activities are designed such that there is greater scope for interaction, children are encouraged to ask questions and classroom sessions are made more fun through creative, collaborative and exploratory activities for students, to promote deeper and more experiential learning.
- Activities that allow exploration of relations among/across different subjects must be encouraged.
- Topics selected for the project work should encourage critical thinking, problem solving and creativity.

**Redesigning Curriculum and Pedagogy for holistic development**

**Curricular integration of essential subjects, skills and capacities**

**The CISCE curriculum already incorporates many of the curricular recommendations of the NEP, as given below:**

**Flexibility and Choice of subjects:**

- The CISCE offers a basket of subjects at the ICSE & ISC levels. Students have the option of selecting subjects based on their aptitude and abilities.
- Students have the option of opting out of Mathematics and Science at the ICSE level in case they do not have an interest/aptitude for the subjects.
- There are no predefined subject streams at the ISC level and students can select subjects of their choice across different streams.

**Inclusion of skill-based subjects:**

- All students are required to take a skill-based subject at the ICSE level under Group-III.



## ACTIONABLE BY THE SCHOOL



## ACTIONABLE BY THE CISCE



### Textbooks/resource material:

- The CISCE does not prescribe textbooks for any subject other than Languages. Schools should make a detailed study of the scope of syllabus for different subjects at the ICSE & ISC levels and select appropriate textbooks/resource material.
- Schools should encourage teachers to access and use resources available on Government e-material platforms.

### Use of Technology:

- Schools are encouraged to embrace the use and advantage of technology. Basic infrastructure for this must be incorporated into the school system.
- Teachers must also be encouraged to use the technology available to empower themselves and enhance their teaching abilities.

**Redesigning Curriculum and Pedagogy for holistic development**

**Curricular integration of essential subjects, skills and capacities**

### Integration of Project Work in all subjects:

- Project Work is an integral component of all subjects at the ICSE & ISC levels. This gives opportunities to students to apply concepts learnt in classroom to real life contexts. This also facilitates development of 21st century skills.

### Syllabus for new and upcoming subjects:

- The CISCE is also working on developing syllabi for the new and upcoming subjects that have been recommended in the NEP. The subject **Robotics and Artificial Intelligence** will be introduced at the ICSE level from Examination Year 2025 onwards.
- The CISCE will also be working on introduction of more new and upcoming subjects at the ICSE/ ISC levels in the coming years.

The CISCE will also study the National Curriculum Framework for School Education (NCFSE), once it is released, and adapt/adopt accordingly.



## **ACTIONABLE BY THE SCHOOL**



## **ACTIONABLE BY THE CISCE**



- In the early years, teaching-learning transaction may be initiated in the mother tongue/home language for the benefit of all children. Gradually, a blended approach i.e., home language to school language (English) may be used.
- Specific strategies need to be used and devised for a smooth transition.
- It is suggested that schools offer Sanskrit, along with other classical languages to their students at various levels, to initiate and develop an interest among the students for these languages.
- Suitably trained teachers in these languages need to be empaneled by the school.

### **Multilingualism & the Medium of Instruction**

- The CISCE would continue following the three-language formula upto Class VIII, as is presently being done.





## ACTIONABLE BY THE SCHOOL



## ACTIONABLE BY THE CISCE



- For the ICSE & ISC Year 2023 examinations, teachers should download and print the Specimen Question Papers available on the CISCE website and practice the same with the examination level students.
- In addition, Question Papers designed by teachers for internal examinations for all classes, must include more application-based questions (case based and source based) that test understanding and application of concepts.
- School assessment should be holistic in nature and must include self-assessment, peer-assessment and parent assessment, in addition to teacher assessment.
- Multiple methods such as quizzes, role plays, group work, portfolios, project work must be used to assess students.

### Transforming Assessment

- CISCE has already introduced a change in the question papers at the ICSE and ISC levels, with introduction of more application-based questions that test understanding of the concepts, rather than rote learning. In the coming years, CISCE aims to further align its Examinations and assessment with the recommendations of the NEP-2020 and the guidelines provided by PARAKH.
- The CISCE is working on the modalities of allowing candidates to take Board Examinations on up to two occasions (**one main examination** and **one for improvement**), during any given school year, from Examination Year 2023 onwards.



## ACTIONABLE BY THE SCHOOL



## ACTIONABLE BY THE CISCE



- Schools are to encourage their teachers and Heads of schools to actively participate in the NISHTHA online training programmes and the training programmes conducted by the CISCE.
- All teachers/ Heads of schools are required to mandatorily undergo 50 hours of Continuous Professional Development (CPD) in a year. Schools must encourage their teachers/ Principal to avail various CPD opportunities both online and offline, so as to keep abreast with the latest developments in the field of education.
- Heads of schools must endeavour to provide a healthy service environment which is conducive to optimising teaching learning, while providing ample opportunities for professional growth.

### Teacher Empowerment & Professional Development

- The CISCE has been conducting online teacher training programmes for all major subjects at the ICSE & ISC levels for the past two years.
- The CISCE has been encouraging the teachers of its affiliated schools to participate in the NISHTHA online training programmes for the past two years. The NISHTHA programmes are based on the key focus areas of NEP 2020. So far, three sets of NISHTHA training programmes (at the Foundational, Elementary and Secondary levels) have been conducted in CISCE affiliated schools.
- CISCE will soon be **reopening the NISHTHA online courses** for Foundational and Secondary levels.
- In addition, capacity building programmes across a wide spectrum will be conducted by the CISCE for different stakeholders in both online and offline modes.

## Important Links

- [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- [https://www.education.gov.in/sites/upload\\_files/mhrd/files/nipun\\_bharat\\_eng1.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf)
- <https://ncert.nic.in/pdf/vidyapravesh.pdf>
- [https://ncert.nic.in/pdf/VidyaPravesh\\_Guidelines\\_Gradel.pdf](https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_Gradel.pdf)
- <https://www.cisce.org/Concessions.aspx>

# THE NEW EDUCATION POLICY (NEP) 2020

Transforming School Education in India



Pioneering Excellence in Education since 1958

  
“

**The National Education Policy (NEP) 2020, envisions an education system rooted in Indian ethos, that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all and thereby making India a global knowledge superpower.**

**The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.**

**The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional Values, bonding with one's Country and a conscious awareness of one's roles and responsibilities in a changing world.**

**The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living and global well-being, thereby reflecting a truly global citizen.**

”  


# TRANSFORMING SCHOOL EDUCATION

## Key highlights of the Policy



1

Restructuring School Curriculum & Pedagogy in a New 5+3+3+4 design

2

Universalization of Early Childhood Care & Education (ECCE)

3

Strengthening of Foundational Literacy and Numeracy (FLN)

4

Reimagining Vocational Education

5

Equitable and Inclusive Education with a focus on the Gifted, Special Needs and Disadvantaged students

6

Redesigning of Curriculum and Pedagogy for Holistic Development of Learners

7

Curricular Integration of Essential Subjects, Skills and Capacities

8

Textbooks with Local Content and Flavour

9

Multilingualism and Power of Language Learning

10

Transforming the Culture of Assessment

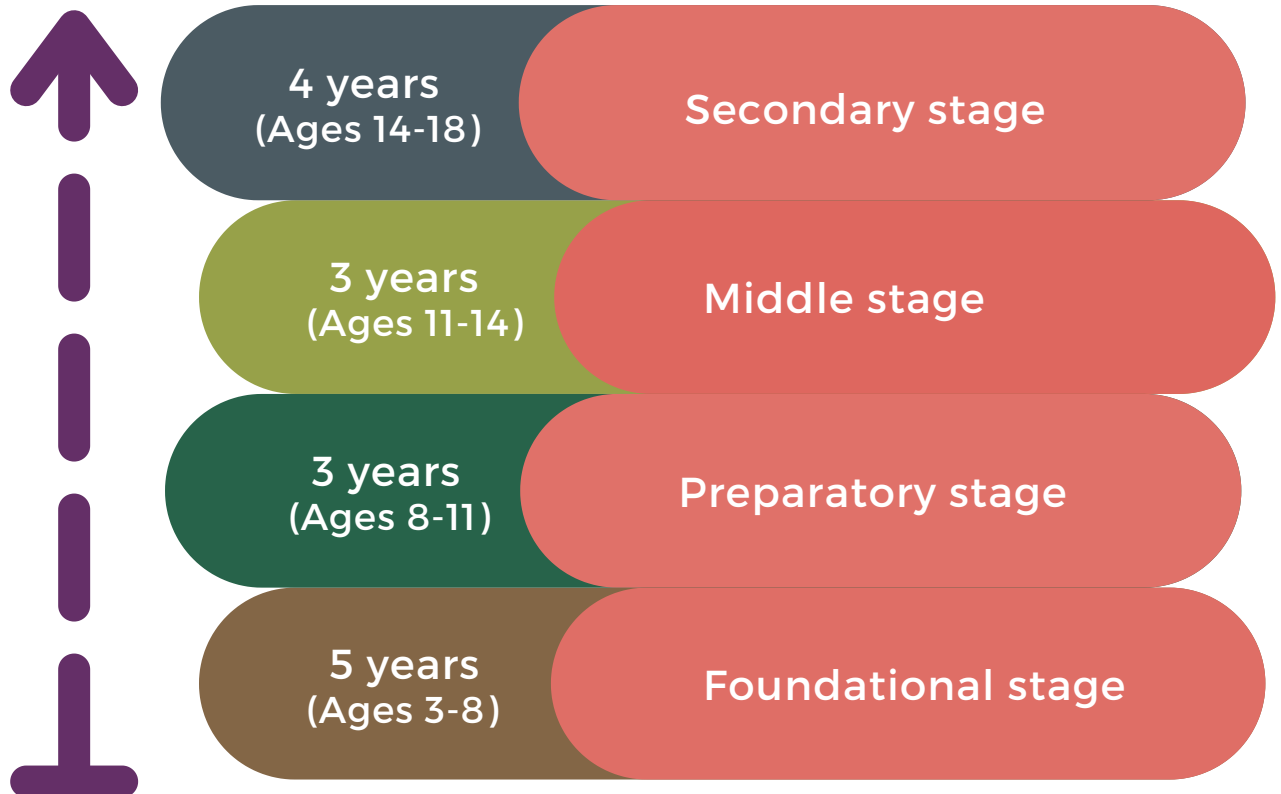
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## RESTRUCTURING SCHOOL CURRICULUM & PEDAGOGY IN A NEW 5+3+3+4 DESIGN



The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the needs and interests of learners at different stages of their development.

The existing 10+2 structure of school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 years.



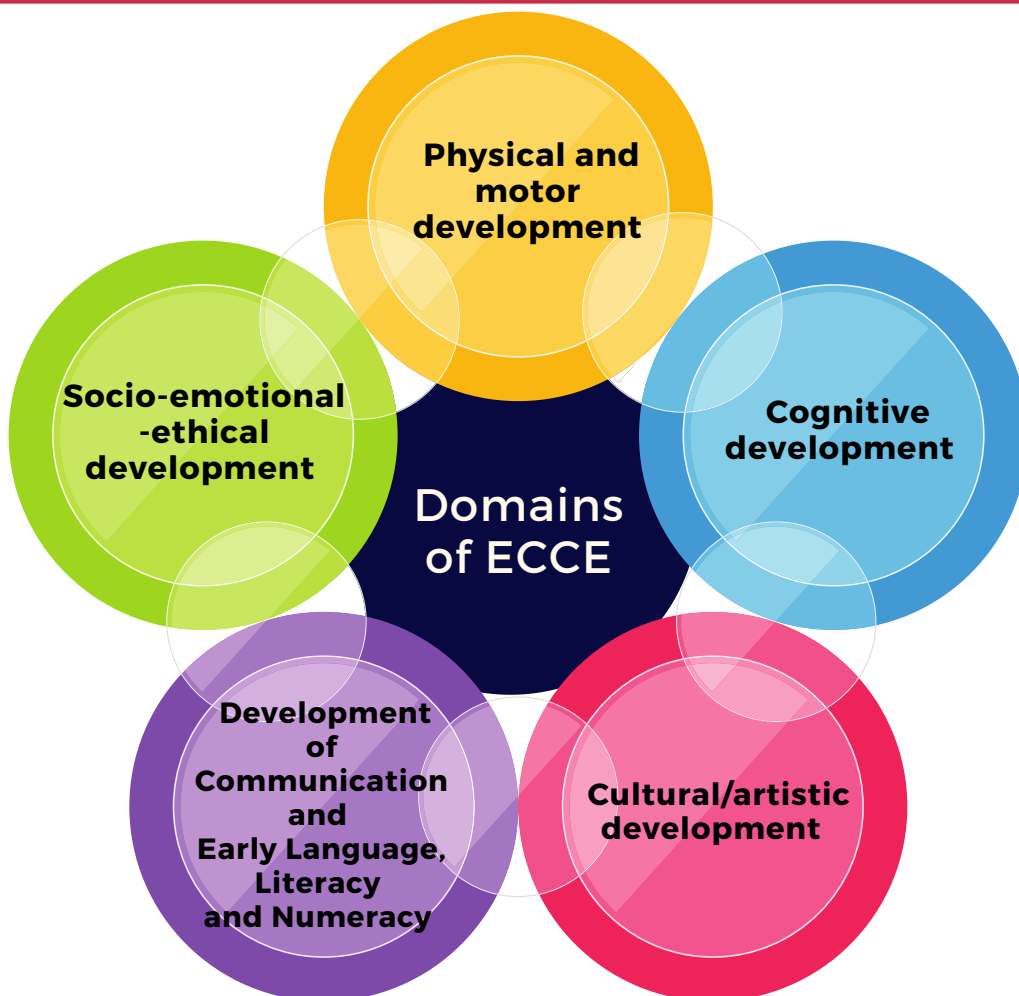
## UNIVERSALISATION OF EARLY CHILDHOOD CARE & EDUCATION (ECCE)



Provision of universal quality early childhood development, care and education must be achieved as soon as possible and no later than 2030, to ensure that all students entering Grade 1 are school ready.

The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged.

It is visualised that prior to the age of 5, every child will move to a “Preparatory Class” or “Balavatika” (i.e., before Class 1), which has an ECCE qualified teacher.





3

## STRENGTHENING OF FOUNDATIONAL LITERACY AND NUMERACY (FLN)



A strong foundation is a prerequisite to future schooling and life-long learning.

The Policy emphasises Universal acquisition of foundational learning skills with an increased focus on foundational literacy and numeracy and generally on reading, writing, speaking, counting, arithmetic and mathematical thinking, throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualise and ensure each student's learning.

A national repository of high-quality resources on foundational literacy and numeracy will be made available on DIKSHA (Digital Infrastructure for Knowledge Sharing) platform.

To ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students will be developed.

Along with early learning, nutrition and health (including mental health) of children will also be addressed.



## REIMAGINING VOCATIONAL EDUCATION



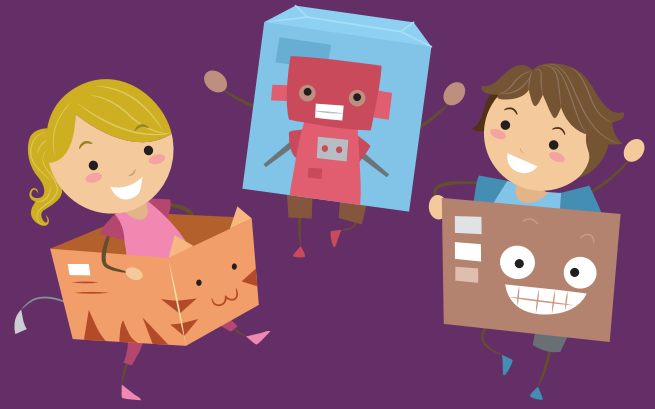
Vocational education will be integrated in the school curriculum in a phased manner.

Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education.

This will ensure that every child learns at least one vocation and is exposed to several more.



# *Bagless Days & Fun Courses*



Children will be given periodic exposure to activities outside school.

During Grades 6-8, every student will take a fun course that gives a survey and hands-on experience of a sampling of important vocational crafts.

All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc.

Internship opportunities to learn vocational subjects will be provided in Grades 6-12, including holiday periods.

Vocational courses through online mode will also be made available.



5

## EQUITABLE AND INCLUSIVE EDUCATION WITH A FOCUS ON THE GIFTED, SPECIAL NEEDS AND DISADVANTAGED STUDENTS



The NEP - 2020 envisages quality education system for all students, irrespective of their place of residence, with particular focus on historically marginalised, disadvantaged and under-represented groups.

“

Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

”





Students with singular interests and/or talents will be supported in the classroom by giving them supplementary enrichment material, guidance and encouragement.

Topic-centred and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts and beyond.

High-quality national residential summer programmes for secondary school students in various subjects will also be encouraged.

Olympiads and competitions in various subjects will be conducted across the country.

Once internet-connected smart phones or tablets are available in all homes and/or schools, online apps with quizzes, competitions, assessments, enrichment materials and online communities for shared interests will be developed.



6

## REDESIGNING OF CURRICULUM AND PEDAGOGY FOR HOLISTIC DEVELOPMENT OF LEARNERS

All aspects of curriculum and pedagogy will be reoriented and revamped to realize the aim of education which will not only be cognitive development, but also character building and creating holistic and well-rounded individuals equipped with the key 21st century skills.



The key overall thrust will be to move the education system towards real understanding and away from the present culture of rote learning towards learning how to learn.

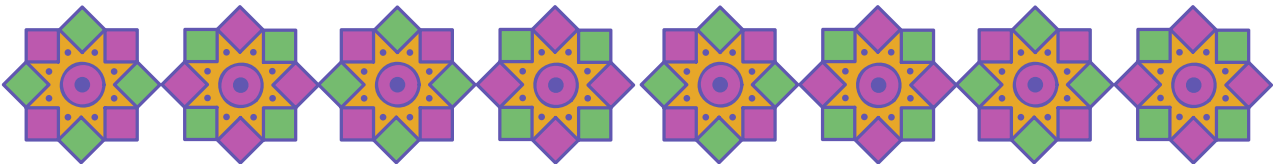


**No hard separation among curricular-extracurricular-co-curricular, arts-humanities, and sciences, or between vocational and academic streams.**

**Increased flexibility and choice of subjects, particularly in secondary school, including subjects in physical education, the arts and crafts, and vocational crafts - so that they can design their own paths of study and life plans.**

**Reduction in curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem-solving.**

## STRONG ROOTS IN INDIAN CULTURE & TRADITIONS



All curriculum and pedagogy will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning, etc. in order to ensure that education is maximally relatable, relevant, interesting, and effective for students.





# *Promotion of Experiential Learning*



Across all stages there will be a focus on the adoption of experiential, inquiry and discovery-based teaching-learning methods.

Teaching and learning will be conducted in a more interactive manner. Questions will be encouraged.

Classroom transactions within each subject will shift towards competency-based hands-on learning and education.

In classes 6 to 12, the use and integration of Technology will be one focus area.

Classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Art and Sports integration, story-telling based pedagogy, among others, as standard pedagogy with explorations of relations among different subjects will be undertaken.

Peer tutoring as a voluntary and joyful activity under the supervision of teachers, will be undertaken.



7

## CURRICULAR INTEGRATION OF ESSENTIAL SUBJECTS, SKILLS AND CAPACITIES



While students will have a large amount of flexibility in choosing their individual curricula, certain subjects, skills and capacities should be learned by all students to become good, successful, innovative, adaptable and productive human beings in today's rapidly changing world.



***Essential  
Subjects, Skills,  
and Capacities to  
be included***



Proficiency in Languages  
Oral and written  
communication

Scientific temper and evidence-  
based thinking  
Creativity and innovativeness

Sense of aesthetics and art

Health and nutrition, physical  
education, fitness, wellness and  
sports

Collaboration and teamwork  
Problem solving and logical  
reasoning

Digital literacy, coding and  
computational thinking

Vocational exposure  
and skills

Environmental awareness  
including water and resource  
conservation, sanitation and  
hygiene

Current affairs and knowledge  
of critical issues facing local  
communities, States, the  
Country and the World

Ethical and Moral  
reasoning

Fundamental Duties  
Citizenship skills and values  
Knowledge of India  
Knowledge and practice of human and Constitutional values  
Gender sensitivity

***Concerted curricular  
and pedagogical  
initiatives***



Contemporary  
subjects will be  
introduced at  
relevant stages

Artificial Intelligence

Design Thinking

Holistic Health

Organic Living

Environmental  
Education

Global Citizenship  
Education (GCED)



Knowledge from ancient India and its contribution to modern India, its successes and challenges, a clear sense of India's future aspirations with regards to education, health, environment, etc., Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning will be covered.

Importance of "doing what's right" and a logical framework will be given for making ethical decisions.





“Opportunities to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh,” and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature.

Excerpts from the Indian Constitution will also be considered essential reading for all students.

ways of learning etc.

Basic training in health including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco and other drugs.

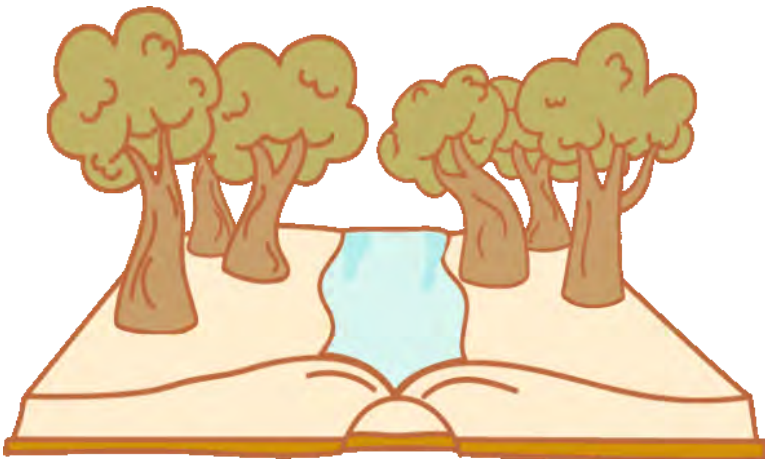


## TEXTBOOKS WITH LOCAL CONTENT AND FLAVOUR



Curriculum content reduction, increased flexibility of school curriculum and renewed emphasis on constructive rather than rote learning will be accompanied by parallel changes in school textbooks.

All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs.



## MULTILINGUALISM AND POWER OF LANGUAGE LEARNING



The medium of instruction till grade 5 and preferably till Grade 8 and beyond, will be home language/ mother-tongue/ local language.



Three languages will be taught as decided by the State/UT.



"The Languages of India" a fun project/activity will be taken up by every child.



All classical languages will be widely available in schools as an option.



Indian Sign Language (ISL) will be standardised across the country and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.





## TRANSFORMING THE CULTURE OF ASSESSMENT



The aim of assessment will be to shift from one that is summative and primarily tests rote memorization skills to formative assessment that is more regular, competency-based which promotes learning and development of students and tests higher-order skills, such as analysis, critical thinking and conceptual clarity.

Continuous tracking of each child's learning outcomes will be undertaken.

Promotion of self and peer assessment will be an important part of the assessment procedure.

The assessment tools (including assessment "as", "of" and "for" learning) will be aligned with the learning outcomes, capabilities and dispositions as specified, for each subject of a given class.

This will help to continuously revise teaching-learning processes to optimize learning and development for all students.

***A Holistic 360 degree  
Multidimensional  
Progress Card will be  
used that:***

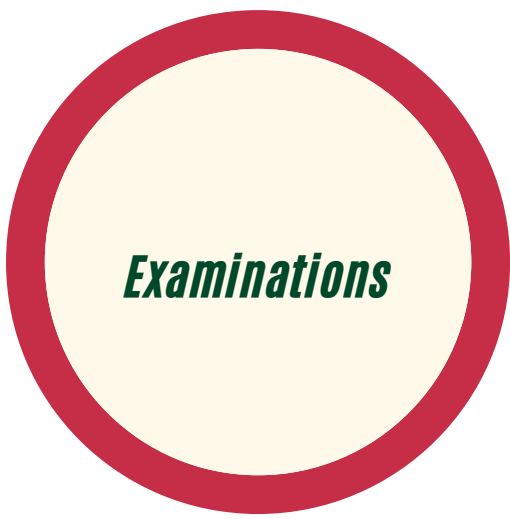
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Reflects the progress and uniqueness of each learner in the cognitive, affective and psychomotor domains.

Shows progress in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc.

Includes self-assessment, peer assessment and teacher assessment.

Forms an important link between the home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development.



The existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes.

Board exams will be redesigned to encourage holistic development. Students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests.

Board exams will also be made 'easier' as they will test primarily core capacities/competencies rather than months of coaching and memorization.

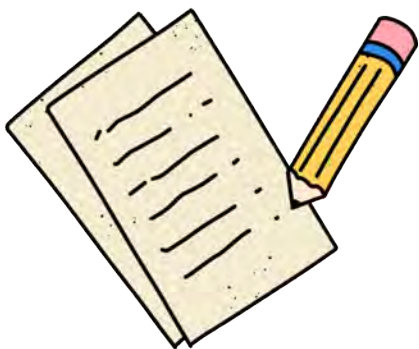
All students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.

***Assessment at Grades  
3, 5 & 8***



To track progress throughout the school years, all students will take school examinations in Grades 3, 5 and 8 which will be conducted by the appropriate authority.

These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills.



**For further details refer to  
National Education Policy 2020  
([https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf))**



*Pioneering Excellence in Education since 1958*

Research Development and Consultancy Division (RDCD)

Council for the Indian School Certificate Examinations (CISCE),  
New Delhi